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ABSTRACT

This module is designed to provide counselors and related personnel with the knowledge and skills needed to plan and carry out guidance-related public relations activities. To accomplish this goal, a number of learning experiences have been organized into a workshop format lasting approximately six hours. These learning experiences will increase the participant's understanding of public relations; his knowledge of public relations resources; his expertise in making presentations; and his skill in developing a public relations plan. Evaluative activities are incorporated into the workshop. An extensive supplementary list of Public Relations Activities for Counselors is included in the Appendix. A separate Coordinator's Guide is designed to accompany the module. (Author/BP)

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ED140188

Developing Effective Public Relations

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DEVELOPING EFFECTIVE PUBLIC RELATIONS

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December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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ORIENTATION

The goal of this module is to provide you with the knowledge and skills needed to plan and carry out guidance related public relations activities. To accomplish this goal a number of learning experiences have been organized around a workshop format. The format will involve you in activities designed to increase your understanding of public relations, your knowledge of public relations resources, your expertise in making presentations and your skill in developing a public relations plan.

A workshop coordinator will be facilitating the workshop activities and will be working closely with you in helping you evaluate your work. As questions arise during the workshop consult with the coordinator.

GOAL AND OBJECTIVES

Module Goal

To provide you with the knowledge and skills needed to plan and carry out guidance related public relations activities.

Module Objectives

When you have successfully completed this module you will be able to:

1. State the value of an effective public relations component of a comprehensive guidance program.
2. Specify and describe public relations resources available in your community.
3. Plan a public relations presentation which introduces an audience to a new or improved component of a comprehensive guidance program.
4. Give a public relations presentation which introduces an audience to a component of a comprehensive guidance program.
5. Develop a public relations plan for one guidance activity.

TIME OUTLINE

Activity	Approximate Completion Time	Module Objectives Reached
Module Orientation	1/4 hour	
Understanding Public Relations	1 hour	1
Public Relations Resources in your Community	1 1/2 hours	2
Planning Public Relations Presentations	1 hour	3
Giving Public Relations Presentations	1 hour	4
Developing your Public Relations Plan	1 1/4 hours	5
	6 hours	

UNDERSTANDING PUBLIC RELATIONS

ACTIVITY 1 - UNDERSTANDING PUBLIC RELATIONS

The purpose of this activity is to provide you with an opportunity to become more aware of the meaning and importance of public relations for your guidance program.

To begin the activity, get together with two other participants and review the material on the next few pages titled Public Relations: What and Why. Then use the following questions as a guide to discuss the meaning and importance of public relations activities for your guidance program.

1. As you think about your own work setting, how would you describe the public relations component of your guidance program?
2. How would you categorize and describe the various publics in your community?
3. Three reasons were given in the text for conducting public relations activities: providing accurate information, gaining public support and creating staff morale. Do you feel these reasons are applicable in your setting? What other reasons do you feel are important from your perspective?

PUBLIC RELATIONS: WHAT AND WHY

A. What is Public Relations
B. The Need for Public Relations
1. Accurate Information
2. Public Support
3. Staff Morale

Many organizations hire public relations experts to tell their story. The results of the work of experts often include colorful and expensive brochures and magazines and extensive appeals on radio and television. The substantial expense involved makes this approach to public relations impractical for many schools and most certainly for most guidance departments. As a result, the tasks of public relations, at least for guidance, must be assumed largely by guidance personnel. If this is the case, then we must have a clear understanding of what we mean by public relations and why it is an important component of a comprehensive guidance program.

A Guidance Responsibility

What is Public Relations?

Public relations has been defined in many ways: as the art of working effectively with people; as the art of bringing about better understanding and creating greater confidence; and as the art of building public friendships. The National School Public Relations Association describes public relations as "a management function which interprets public attitudes, identifies the policies and procedures of an individual organization with the public interest, and executes a program of action to encourage public involvement and to earn public understanding and acceptance".

Public Involvement

For our purposes we will define public relations as the continuous interpretation of the guidance program to the public to gain understanding and support for its goal of meeting the guidance needs of youth and adults.

Continuous Interpretation

How well this is accomplished depends on how well others understand the guidance program and on how well we understand their attitudes toward our efforts. The influence guidance personnel have on improving their program rests upon their ability to guide public opinion and to be responsive to it in meeting individuals' and society's needs. This will require taking the public into partnership through public relations.

The Need for Public Relations

There are many reasons for conducting public relations activities. Among them are the need to present accurate information, gain public support and develop staff morale.

Guidance personnel can reach their goals only if the public understands the guidance program. This means that a continuous flow of accurate information is required. It is our task to communicate; to dispel a lack of understanding and misinformation. This will require careful attention to the information presented so that it accurately describes how individuals are helped as a result of the guidance program and appropriately details the guidance techniques and methods used.

Accurate Information

In addition, guidance personnel should become skilled in maintaining the public's support and cooperation. As a first step, we need to group all of the individuals in a community who can have an effect on the program. The following list is not comprehensive but suggestive of typical groups found in many communities.

Public Support

Internal	External	
Students	Parents	Churches
Teachers	Taxpayer groups	Alumni
Administrators	Service clubs	Athletic boosters
School Board	Civic groups	Labor unions
Staff Employees	Business	Legislators
Counselors	Industry	Government administrators
	School neighbors	

Once this is done, the next step is to design ways of getting the guidance program to these audiences by every available means and as often as possible. The more the guidance program can be told effectively, the more likely we will receive the personnel, money and moral support needed to meet the guidance needs of those we serve.

Staff Morale

Staff morale is based upon such feelings as being of service and being accepted. The following list[1] is

[1] Adapted from Cutlip, Scott M. and Center, Allen H. Effective Public Relations (4th Edition). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

suggestive of other feelings which also affect staff morale.

1. To be meaningfully engaged and to help others
2. To be supported and consulted within the school
3. To be respected within the community
4. To deliver a necessary and wanted service
5. To have an influence on public opinion

Often, our efforts in guidance are not understood or appreciated by our various publics or, what's worse, our efforts are misunderstood, and misinterpreted. The responsibility for this rests, at least partly, with us because if we are not consciously conducting a public relations program, we are doing it unconsciously. We need to become actively involved on a daily basis in communicating our program. Only then will the PR of public relations be translated by the public as "Performance Recognized."[2]

[2]Guidance Newsletter, Science Research Associates, September-October, 1967.

PUBLIC RELATIONS RESOURCES IN YOUR COMMUNITY

ACTIVITY 2 - PUBLIC RELATIONS RESOURCES IN YOUR COMMUNITY

The purpose of this activity is to provide you with the opportunity to identify public relations resources available in your community and describe how they could be used in your guidance program's public relations activities.

For this activity stay in the same group you were in for Activity 1. Then, review and discuss the resources which are described on the following pages using Worksheet 1. In your discussion focus on the availability of these resources in your community and how they may be used in the public relations activities of your guidance program. Finally in brief outline form, write down, on Worksheet 2, your intended use of five of these resources.

Worksheet 1

Resource	Available Yes	Available No	Usable Yes	Usable No	Comments
1. Advertising					
2. Billboards					
3. Bulletin boards					
4. Bumper stickers					
5. Cartoons					
6. Direct mail					
7. Displays					
8. Handbooks					
9. Leaflets					
10. Mottos & slogans					
11. Newspapers					
12. Reprints					
13. Special publications					
14. Announcements					
15. Proclamations					
16. Speakers' bureaus					
17. Special programs & weeks					
18. Speeches					
19. Telephone					
20. Tape recordings					
21. Filmstrips & slide tapes					
22. Motion pictures					
23. Photographs					
24. Posters					
25. Radio					
26. Slides					
27. Television					

Worksheet 2

Resource	Intended Use
1.	
2.	
3.	
4.	
5.	

PUBLIC RELATIONS RESOURCES

A. Printed Word
B. Spoken Word
C. Sight and/or Sound

Many Resources Available

There are many public relations resources available. Their usefulness to you is limited, however, if you are not aware of them or do not understand their potential use for your public relations activities.

Public relations resources can be grouped into three broad categories: the printed word, the spoken word and sight and/or sound.

Public Relations Resources

Printed Word	Spoken Word	Sight and/or Sound
Advertising	Announcements	Tape Recordings
Billboards	Proclamations	Filmstrips/Slide Tapes
Bulletin boards	Speakers' Bureaus	Motion Pictures
Bumper Stickers	Special Programs/ Weeks	Photographs
Cartoons	Speeches	Posters
Direct Mail	Telephone	Radio
Displays		Slides
Handbooks		Television
Leaflets		
Mottos/Slogans		
Newspapers		
Reprints		
Special Publications		

To help you become acquainted with many of the resources available, the following annotated listing is presented. If you are interested in additional resources and ideas check the Appendix and Reference section at the end of the module.

Printed Word

Advertising

Attention can be drawn to your guidance activities by buying advertising space in newspapers, magazines, on radio and television broadcasts, or even on outdoor billboards. However, notices like these can be expensive. Consider placing an ad in your school newspaper and/or district newsletter advertising your program.

Billboards

Outdoor billboards are an effective, but rather expensive means of advertising. If one is available, make good use of it by making it informative and attractive. Some billboard companies have billboards available at no charge to non-profit organizations and associations.

Bulletin Boards

If you have a guidance bulletin board put it in a place often passed by the people you want to reach. Make the bulletin board fresh, snappy and informative. Use it to highlight and display new programs, new courses, occupations and school catalogs. Always put a date on announcements. Be sure to change it regularly. If you plan to post notices on bulletin boards in other schools, churches, or libraries, be sure you get permission first. Also, remove them once they have served their purpose.

Bumper Stickers

One way of projecting messages onto the streets and highways is to put them on adhesive backed cards that stick to automobile bumpers. This is a good way to call public attention to an event or issue. Bright, vivid colors and the use of catchy slogans or cartoons makes them even more eye-catching.

Cartoons

Use comic drawings to illustrate ideas and provide information. They can be used to enliven and draw attention to posters, bulletin boards and bumper stickers. If captions are used they should be short and to the point. Perhaps students can be recruited to help make up original cartoons.

Direct Mail

Direct mailings can be used to inform individuals of special events or to keep them informed about the guidance program. These messages can take a variety of forms--post cards, letters, or letters with enclosures. If possible, send letters first class addressed to an individual, not to occupant. If first class is not possible consider obtaining a bulk mailing rate. If you plan extensive mailings you will need to make up a mailing list, perhaps classifying the names so that any group or individual can be singled out for a particular message. When appropriate, add information about the guidance program to other school mailings. Put news media personnel and other important contacts on your mailing list. This will give them regular contact with you and your organization, as well as permit them to become familiar with the work you are doing. Also, it will acquaint them with names of the key people in your program and explain how guidance fits into the educational and community scheme of things.

Displays

Select a theme and then choose materials for a guidance display. Set it up where as many people as possible will see it--in public and school libraries, banks, shopping centers, shop windows and near the school lunchroom so individuals can browse around and ask questions. Have someone

on hand to answer questions. Make use of students if possible. Supply the display with occupational information, college and vocational-technical school catalogs, or other guidance materials and programs offered. If the purpose of your display is to acquaint people with the guidance program as a whole, have it represent as many phases of the program as possible. Usually, however, an exhibit will feature some particular project such as career information. Don't overlook opportunities to use displays at teachers' organizations and other educational and child welfare groups. A portable exhibit that can be used more than once might be profitable in the long run. If a portable exhibit is used don't forget to change its contents as the exhibit is used with different audiences.

Handbooks

Develop a guidance program handbook for parents, students, teachers, and administrators, describing what services are available as a result of the school's guidance program. In it explain what guidance is and its role in relation to other programs in the school. Explain current thoughts and trends in guidance. Be sure to keep it up to date. Also, you should have a page or two in the student handbook on the guidance program.

Leaflets

Leaflets are a convenient means of stimulating interest, answering questions and spreading information about the guidance program. The use of color, cartoons, and slogans make them more appealing and attractive to the reader. Publish them for parents and feature clear information about the guidance program. Pass them on to teachers with suggestions for how they can relate guidance activities to their subject. Include a calendar in the leaflet to remind people of special testing dates and other important events. Have these dates circled or emphasized in some way.

Mottos & Slogans

Catchy, clever sayings are sometimes used to spice up publicity. They are phrases that are easily fixed in a person's mind and repeated. These might be used as a theme for a certain event and placed on the literature publicizing it. Slogans are sometimes printed on buttons, badges, or bumper stickers. Remember, however, slogans are not solutions in themselves to public relations problems.

Newspapers

An excellent way of reaching members of your community is through the local newspaper. Know the politics of your school system and if press releases must go through a public relations person make use of that person and supply the facts. Otherwise, write your owr, but contact the newspaper to find out to whom and how you should submit your articles. Be sure the information is accurate, timely and brief. Tell only the essential things; omit unnecessary details. Begin with the most important facts first; fill in details later. The information should be of public interest; make it readable. Don't use technical language, jargon or acronyms. Keep newspaper personnel informed of all your important guidance activities. If enough interest is generated they may be interested in writing a feature article on the guidance program in your school. Make use of the student newspaper, also. Have articles in it regularly to inform students about what the guidance program has to offer. Perhaps a student can be your guidance program columnist.

Reprints

With so many publications out today it is hard to read them all. Sometimes, however, you do come across an article that is interesting, and you may want to share it with others. You can clip the article out or if you want a number of copies you can write to the publications office and obtain reprints of that particular article. Once you have the reprints put them on bulletin boards, hand them out to your

colleagues, enclose them in letters to people who might be interested in them, or use all or part of the information in speeches or articles you might present.

Use all sorts of publications to publicize information about the guidance program. Your community might have a local shoppers' guide or a neighborhood association newsletter. Also many local service organizations have newsletters. Check around to find out about all of these local resources. Use them to carry information to their select audiences.

Spoken Word

Announcements

Make use of the public address system in your school to announce special events such as testing dates, visiting college or postsecondary vocational-technical school representatives, decision making and self awareness activities, or career fair programs. Be brief and to the point--above all, be interesting. Students might enjoy coming up with entertaining announcements that they would enjoy presenting themselves. Spot announcements are a good way of using radio and television broadcasting services. All broadcast media are required by the FCC to denote broadcast time to public service announcements. Messages must be planned so as to be put across in a minute or less time. Word the announcement simply and briefly. Don't start off with the main point. Give listeners a chance to fix their attention to what you're saying. If there is enough time repeat key words or facts.

Proclamations

Proclamations are official announcements that usually come from government leaders such as a mayor or governor. Their purpose is to proclaim a certain day, week or month as a special time in which emphasis should be placed on a particular group or event; for instance, American Education

Week or National Career Guidance Week. For example, if effort is directed through the right channels you could obtain a proclamation for National Career Guidance Week in your community. After you obtain the proclamation, work on special ways of using that week to promote careers. In fact, continue that effort throughout the year. Write to NVGA, 1607 New Hampshire Avenue, N. W., Washington, D. C., 20009, for more information.

Speakers' Bureau

Prepare a list of available speakers to assist with the guidance program. Describe briefly the qualifications of the speakers and the topics they are prepared to discuss, such as vocational education, drug abuse, juvenile delinquency and career education. Invite these resource people to conduct workshops in their special areas. Develop a speakers' bureau in your own guidance department. Be prepared to speak to community groups on activities of your specialty.

Special Programs/ Weeks

Choose a topic which you wish to develop and come up with a plan to present it. If your interest is Career Guidance, promote National Career Guidance Week. Think up original and interesting ways in which to present occupations or leisure activities to your students. For instance, each day briefly describe an occupation over the public address system. Have local leaders of the community come in and present talks to the students. Distribute pamphlets on occupations and put up special bulletin boards. Have students spend the day at a place of work in which they are interested. Or perhaps have them spend a day at a place of work in which they may not have expressed an interest. Students can then report back, and tell about their experiences. Encourage parents to become involved in your special programs, too. Have a special night for postsecondary education where both students and parents can learn

about admissions procedures, financial assistance and scholarships. For new students and their parents, conduct an orientation program to acquaint them to their new school. Also, have groups for parents of students involved in group or individual counseling.

Speeches

Some speeches made for radio and television audiences or at civic meetings might be recorded and played back for other groups. Others might be typed and then distributed in manuscript form. Offer to be a speaker to community organizations. Develop effective ways of presenting your materials to audiences. If you are not inclined to be a speaker, check with community leaders who often appear before the public and find out if they would appreciate items of interest to incorporate in some of their speeches.

Telephone

An excellent means of public relations is personal contact. Create a good impression by being natural, pleasant, and expressive. Contact parents of new students before school opens to chat with them and help answer questions. Use the telephone to contact parents about their son or daughter's development. A sincere compliment can help further rapport between parents and counselors.

Sight and/or Sound

Tape Recordings

Tape recordings are easy to make, inexpensive, and can be used over and over again. Recordings of speeches, spot announcements, dramatic or musical presentations, broadcasts, or informative conversations can be used to relay ideas to individuals or groups.

Filmstrips/ Slide Tapes

Filmstrips and slide tapes are good audio-visual media which can be used to enhance a program on guidance. They can be ordered from many different companies for a rental fee or you can create your own. Keep a record of good materials that you have seen so that you can incorporate them in your own presentations.

Films

Films are another way of informing the public about the guidance program. A speaker's main point may be enhanced by a realistic portrayal on film. They are more expensive than filmstrips, but it may be worth the extra money to get your point across. Obtain catalogs and keep a listing of effective films.

Photographs

The old cliche that a picture is worth a thousand words is really true. A good picture can sometimes tell the whole story. It draws interest and makes a story come alive. Be prepared by always having a camera available. Candid action shots can really provide interesting pictures that show what the guidance program is doing. If you know of a special event coming up, be sure to have a photographer there! Action shots can enhance a news story, poster, bulletin boards, or leaflet. Portrait photos of speakers or fellow workers can also be used with articles in newspapers and magazines.

Posters

Innovative posters are an effective way of publicizing events. They can be placed in shop windows, libraries, school buildings, and other public buildings for a couple of days or weeks. Get permission to locate them and determine a suitable method and place to hang them. Make them eye-catching. Use vivid colors and interesting pictures or designs. Include only the necessary information. Make them understandable. Be sure to remove them once they have served their purpose. Place posters in the classrooms. Have each poster emphasize one typical student need and the appropriate guidance activity available. Change the placement of posters periodically for more exposure.

Radio

Radio is an excellent medium available for your use. Radio stations pride themselves on their record of public service. Take advantage of your opportunities to use free public service broadcasting time. Talk with the program director at the station. Many stations have programs which

highlight community activities in a discussion-type format and would welcome your program ideas. Spot announcements also can be useful. Make the program interesting; remember that a simple twist of the dial can put an abrupt end to your message. Catch the interest of your audience at the beginning. Be sure to repeat important ideas later on in the broadcast. Use people with good radio voices. Check the possibility of using students. Be short and concise. Radio time is expensive, so don't waste it; you'll want to be invited back again. Don't forget to send letters of thanks and appreciation to station personnel for providing public service time.

Slides

Most schools have a slide projector, so make use of this form of visual equipment. You can rent slides, or better yet, make your own! It is an inexpensive way of personalizing a program, meeting or exhibit. Have someone with a camera take 35mm slides of guidance activities going on at your school. Use these slides to portray a special community need, such as a child guidance clinic, or simply to show the program activities of a school counselor. Many schools have the equipment to photograph charts and graphs, title slides and illustrations from books.

Television

You can capture the attention of many people through the television medium, so use it wisely. Study the programs your local stations offer to find out what possibilities might be open to you. Become acquainted with the staff at the television station and work with them to develop programs that will be of interest to your community. If your station announces events of civic interests send notices of your programs and events. Develop a special television program on the guidance program and its contributions to the community. If your community has an educational television

station be sure to maintain contact with the station and work together to develop programs. If your school has a television station don't forget to use it in a similar manner.

PLANNING PUBLIC RELATIONS PRESENTATIONS

ACTIVITY 3 - PLANNING PUBLIC RELATIONS PRESENTATIONS

The purpose of Activity 3 is to provide you with the skill to plan a public relations presentation. To begin the activity get together with four to six other participants. Each team will require a chairperson and a recorder.

Your team will then become the guidance staff of a school which has the task of planning, in outline form, a presentation introducing a new or improved component of a comprehensive guidance program. The component chosen could be a new guidance resource center, a career exploration group, decision making or values clarification activities or a new placement activity, but you are not restricted to these. Your team should choose a guidance program component with which it is comfortable.

Once your team has chosen a guidance program component, the next step is to actually develop the presentation in outline form. To accomplish this task first read the section of the module which follows on planning public relations presentations. Use Worksheet 3 and briefly but concisely describe your intended audience, the presentation organization and the media to be used.

When you have completed your presentation outline, exchange it for another team's outline for review and evaluation purposes.

Worksheet 3

Presentation Planning Worksheet

1. Audience (describe the intended audience)

2. Presentation Outline (outline the content to be covered)

3. Media and Presentation Method (describe media to be used and indicate presentation methods chosen)

PLANNING PRESENTATIONS

A. *The Art of Communication*
B. *Planning Steps*
   1. *Audience*
   2. *Content*
   3. *Organization*
   4. *Media*

A Personal Approach

All of the public relations strategies described in the previous section can stimulate public awareness, understanding and acceptance of the guidance program. However, remember that a personal approach, an appeal to a particular individual or group through a direct personal presentation, is more likely to get a favorable response than an impersonal appeal. Also, remember that effective communication means tailor-made presentations especially designed for the situation, time, place and audience.

The Art of Communication

In planning a presentation, careful attention must be given to the art of communication. The following list of communication elements are suggestive of points which should be kept in mind in planning presentations.

The 7 C's of Communication*

1. Communication starts with a climate of belief. This climate is built by performance on the part of the practitioner. The performance reflects an earnest desire to serve the receiver. The receiver must have confidence in the sender. The receiver must have a high regard for the source's competence on the subject. — *Credibility*

2. A communications program must square with the realities of its environment. Mechanical media are only supplementary to the word and deed that takes place in daily living. The context must provide for participation and playback. The context must confirm, not contradict, the message. — *Context*

3. The message must have meaning for the receiver, and it must be compatible with the receiver's value system. It must have relevance. In general, people select those items of information which promise them greatest rewards. The content determines the audience. — *Content*

4. The message must be put in simple terms. Words must mean the same thing to the receiver as they do to the sender... the farther a message has to travel, the simpler it must be. An institution must speak with one voice, not many voices. — *Clarity*

5. Communication is an unending process. It requires repetition to achieve penetration. Repetition--with variation--contributes to both factual and attitude learning. The story must be consistent. — *Continuity and Consistency*

6. Established channels of communication should be used--channels that the receiver uses and respects. Creating new ones is difficult. Different channels have different effects and serve effectively in different stages of the diffusion process. — *Channels*

7. Communication must take into account the capability of the audience. Communications are most effective when they require the least effort on the part of the recipient. This includes factors of availability, habit, reading ability, and receiver's knowledge. — *Capability of Audience*

*Cutlip, Scott M. & Center, Allen H. Effective Public Relations (4th Edition). Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

Planning Steps

Once you have the 7 C's of Communication in mind, the next step is to systematically lay out your presentation in outline form. The first step is to consider who your audience will be. This will determine to a large extent what your content will be, how you will organize the presentation and the type of media to be used. For example, if you are making a presentation to teachers in your school you probably can be more technical than if you are speaking to a local service organization.

Audience

Although the content of your presentation is determined in part by your audience, there is a core of material from which all presentations will be prepared. It is important that the core material reflects a comprehensive guidance program based on needs assessment data, is organized around individual outcomes, and contains appropriate evaluation and feedback procedures.

Core Material

The next step in planning is to consider how you will organize your presentation and what type of presentation you will use. A wide range of presentation methods are open to you so don't limit yourself only to the traditional lecture. Think about the variety of presentation methods such as forums, panels, symposia, discussions and/or group interviews, and then think about ways of effectively combining them for your presentation. As you do, also think about the sequence of events (content) within the planned presentation so you can relate a particular aspect of presentation content to the most appropriate presentation method. Some kinds of content lend themselves to a straight forward presentation, perhaps by one person, while other kinds of content might best be conveyed through panel discussions or testimonials of students or staff.

Presentation Methods

Media

A final step in planning is to consider the media you will use. The impact that media has on audiences and content is well understood. As a result careful thought must be given to the kind of medium best suited for your presentation content and your audience. Again, there is a wide range of media available to you ranging from motion pictures to handouts. Ordinarily your time will be limited so don't think in elaborate terms. Rather, stay with simple transparencies, charts and brief handouts. Whatever medium you use, have it prepared in sufficient time to try it out on several groups similar to your intended audience. Medium is an excellent assistant to your program if it works; if it doesn't work, it will be a detractor.

Summary

To summarize, here are some key points to remember in planning a presentation.

1. Carefully delineate the presentation method to be used and the steps which need to be taken to effectively use those strategies.

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2. Check to see if you are covering all the principal components of your program.

3. Develop a complete outline of all the organizational aspects of the presentation.

4. Develop plans for the development and use of media.

GIVING PUBLIC RELATIONS PRESENTATIONS

ACTIVITY 4 - GIVING PUBLIC RELATIONS PRESENTATIONS

The purpose of Activity 4 is to provide you with the skill to make a public relations presentation. To complete this part of the activity, remain in the same group you were in for Activity 3. Your group's task now is to present the guidance component selected and outlined in Activity 3 to an audience, in this case another group of participants. Two teams need to work together. One group will give their presentation for 15 minutes and then be ready to answer questions for 15 minutes. The other group will be the audience listening for 15 minutes and asking questions for 15 minutes. At the end of 30 minutes the group serving as the audience will rate the presenters as a group on the Program Presentation Rating Scale giving them immediate feedback. The Rating Scale appears on the next page. For the second 30 minute session the positions of the two teams is reversed. The presenting group will be the audience and the audience group will be presenters. The same time lines and procedures are to be followed as in the first 30 minute session. One final word. It is understood that you will not have all the information and media needed for your presentation. Do the best you can with what you have.

To prepare for giving your presentation read the section of the module which follows on giving public relations presentations.

Program Presentation Rating Scale

Directions: Listen carefully to the presentation and then use this Scale to rate the presenting team. Circle the appropriate number. Add any additional comments in the space provided.

Content

Organization of presentation						
lacks continuity	1	2	3	4	5	sequential
Content coverage						
too lengthy	1	2	3	4	5	well chosen
Accuracy of material						
obvious errors	1	2	3	4	5	substantiated

Comments

Presentation

Language used in presentation						
technical	1	2	3	4	5	understandable
Program image projected						
distorted/vague	1	2	3	4	5	positive
Awareness of audience						
oblivious	1	2	3	4	5	sensitive

Comments

GIVING PRESENTATIONS

A. Prior to Presentations
B. During Presentations
C. Presentation Evaluation

Effective planning is the foundation of a good presentation. There are a number of points to keep in mind, however, just prior to, during and after a presentation.

Prior to Presentations

Pre-Presentation Checklist

Just prior to a presentation use these questions as a way of checking your presentation readiness.

1. Was there a presentation dress rehearsal?
2. Is the room arranged and lighted properly?
3. Is the room ventilation adequate?
4. If name tags or signs are to be used are they available and/or in place?
5. Are the audio-visual resources functioning properly?
6. Is the media (handouts, transparencies) ready?
7. Will the presenters be in place and ready to begin on time?
8. Is someone available to handle such duties as turning out the lights, getting more chairs and closing doors?

During Presentations

Presentation Tips

During a presentation, keep these points in mind:[1]

1. Look at your audience, not over their head or at their feet.
2. Avoid reading your presentation word by word.
3. Be enthusiastic.
4. Use common language; seek audience identification in vocabulary and anecdote.
5. Stick to time limits.
6. If you are a panel member, give your attention to the person speaking; it helps to smile occasionally too!
7. Speak clearly and loudly enough to be heard by all.

In summary, audiences respond favorably to presentations in which presenters use plain English and simple phrases, know their subject, stay within the announced time limit and are enthusiastic. If possible the audience should be allowed sufficient time to ask questions. Give direct, straightforward answers. If questions are asked about sensitive topics, offer to meet with the questioners after the meeting.

Presentation Evaluation

Evaluation Questions

Finally, use questions such as these to evaluate your performance:

1. Was the presentation adequately planned?
2. Did the audience understand the message?
3. What could have been done differently?
4. Was the audience reached?

[1]Several points were taken from Altekruse, Michael, Mitchell, Keith and Fork, Samoline. Multi-Media Approach to Promote Pupil Personnel Services: A Handbook. Illinois Office of Education, Pupil Personnel Section, 1975.

5. Could better provisions have been made to handle unforeseen circumstances?
6. Were provisions made in advance for measuring presentation impact?
7. Were such provisions adequate?

DEVELOPING YOUR PUBLIC RELATIONS PLAN

ACTIVITY 5 - DEVELOPING YOUR PUBLIC RELATIONS PLAN

The purpose of this activity is to provide you with the opportunity of developing a public relations plan to initiate and carry out one guidance activity when you return to your work setting.

To begin the activity, get back together with the two participants you were with for Activity 1. Read and discuss the steps in planning found in the section of the module titled Developing a Plan which follows. Also reread the section on public relations resources and check the Appendix for additional ideas. Then develop your own plan on a separate sheet of paper. Each person should develop his/her own plan but allow time for sharing and interaction.

Remember this plan will be yours to take back to your own work setting. Take into account your setting possibilities and constraints. Be as realistic as possible. When you have completed your public relations plan to initiate and carry out one guidance activity, have it reviewed by the workshop coordinator.

DEVELOPING A PLAN

A. Steps in Planning
B. A Sample Plan

Effective public relations activities don't just happen. Careful planning is required. Nor can they be separated from the basic comprehensive guidance program. In fact, the best public relations begins with a sound comprehensive guidance program. The best public relations in the world cannot cover up an ineffective guidance program that does not meet the needs of its consumers.

Comprehensive Program

Public relations planning must be part of an overall program of work which seeks to continually improve and extend the total comprehensive guidance program. To be comprehensive and systematic, your public relations activities should be developed around a comprehensive guidance program and installed as an ongoing part of the program's development and management procedures. Public relations activities which are not related in this fashion to the total program will be seen as superficial and as a result will not have sufficient impact.

Continual Improvement

Steps in Planning

To develop your plan for public relations, consider these steps:

1. Conduct a thorough appraisal of the public relations resources available in your community.
2. Consider the relative impact each resource may have on various publics.
3. Translate these resources into public relations strategies to be used.

4. Outline the steps which will be taken in the development of these strategies.
   a. Develop a Task, Talent and Time chart for each strategy.
   b. Prepare the necessary media to be used with each strategy.

Integral Part of Program

Well-planned public relations activities are an integral part of the total guidance program development and management. An effective public relations plan should be:

1. Sincere in purpose and execution.
2. In keeping with the total guidance program's purpose and characteristics.
3. Positive in approach and appeal.
4. Comprehensive in scope.
5. Continuous in application.
6. Clear with simple messages.
7. Beneficial to both the sender and the receiver.

A Sample Plan

The guidance staff of a local high school decided to initiate decision making-values clarification groups for their 10th graders for the first semester of the school year. They carried out the necessary needs assessment procedures, gained the support of administration and the teaching staff and developed a written plan for implementation and evaluation. As a part of the plan they also developed the following public relations calender of events.

August:

1. Prepare a news release to send to the local media explaining the new program.
2. Write a pamphlet describing the program in detail. Send to various community groups and parents.
3. Announce in the guidance newsletter how students can apply for the program.

4. Give a short explanation of the program at the faculty orientation meeting prior to the opening of school.

5. Give an announcement to the student body at the opening assembly.

September:

1. Prepare a news release with pictures to send to the local media describing the first few sessions.

November:

1. Have a panel discussion with several students in the program on local TV during National Career Guidance Week.

December:

1. Prepare a news release which describes the outcome of the semester program on decision making-values clarification for the local media.

2. Have a panel of students discuss the outcomes of the program at the December inservice meeting for staff.

APPENDIX

PUBLIC RELATIONS ACTIVITIES FOR COUNSELORS

The public relations activities presented in the Appendix provides you with a substantial number of ideas from which to draw. It is a suggestive not exhaustive list of many activities guidance personnel can carry out to communicate effectively with the public.

PUBLIC RELATIONS ACTIVITIES FOR COUNSELORS[1]

In the School System

1. Get information to students on how to contact counselors.
2. Have articles in the school paper regularly.
3. Visit homerooms.
4. Have a page or more on guidance program in student handbook.
5. Sponsor a school activity.
6. Attend all sports activities, school plays and musical programs and sit with students.
7. Work with teachers in planning curriculum.
8. Have an ad for your services in the school newspaper.
9. Read the local daily paper so you can tell teachers and students when you saw something about them or members of their families.
10. Meet with departmental groups.
11. Give special encouragement and information to new teachers.
12. At the beginning of the school year, give an account to teachers of your plans to assist them during the year.
13. Offer to act as a resource person for teachers.
14. Give publicity to teachers of student achievements of all kinds.
15. Publish a guidance newsletter.
16. Get ideas from teachers as to how they can aid counselors.
17. Sponsor a career day.
18. Have counselor bulletin boards, Fresh! Snappy! Informative! and change them regularly.
19. Go out of the office to teachers.
20. Give immediate feedback to all co-workers.
21. Be active in local education association.
22. Project concern for and relate to co-workers. Be human!
23. Be a little less modest.
24. Participate in in-service meetings. Volunteer to be on program.
25. Have innovative posters in halls of all buildings.
26. Develop a guidance services handbook.
27. Talk to superintendent at least twice a year about the guidance and counseling program.
28. Work with all new students to explain the services of the guidance department.
29. L I S T E N
30. At end of year send principal, supervisor and superintendent, and board members an evaluation of your program based on your objectives.
31. Be a facilitator to cause interaction.
32. Keep informed on all school happenings.

[1]The list of public relations activities was prepared by Louise B. Forsyth, ASCA Coordinator of Public Relations, 75 Monroe Road, Quincy, Massachusetts, 02169. It was taken from a publication of the American School Counselor Association, 1607 New Hampshire Avenue, N. W., Washington, D. C., 20009. Reprinted with permission.

33. Communicate with the total school family - that includes custodians, cooks, and bus drivers as well as teachers.
34. Keep busy at all times - Don't let others see you loaf.
35. Use school department newsletters to inform about guidance activities; ask for space to feature services. It might be possible to have an entire issue devoted to elementary guidance services and activities.
36. Meet regularly with the principal to discuss ways in which the counselor is of value to the school.
37. Go into the classroom from time to time with programs such as the Magic Circle or DUSO.
38. Become known in non-problem oriented areas of the school - such as helping in the after-school sports program.
39. Work to clarify your role in the school; be aggressive enough to set limitations on what you do in accordance with this role.
40. Hold coffee hours for mothers and fathers to get to know them and to discuss selected topics.
41. Develop a guidance calendar for the month and publicize it.
42. Contribute information to the school newspaper about what you do.
43. Use your own calendar as evidence of what you are actually doing; summarize the number of times or the length of time you spend on various tasks. Include a brief description of what each task includes and its value.
44. Schedule a weekly meeting with your principal to share joys, concerns, needs, etc. Such a dialogue can be valuable.
45. Plan a meeting for teachers to be conducted by specialists to:
    -inform of services
    -inquire of their needs
    -communicate to break down resistance or apathy and to make it easier to use the services
46. Plan an audio-visual presentation describing services.
47. Prepare a questionnaire for teachers concerning guidance services; have teachers fill it out and then discuss it.
48. Offer to be a speaker annually at a PTA meeting to inform re:
    -developmental needs of children
    -counselor role
    -social and emotional needs basic to cognitive learning
49. Seek every opportunity to inform about the many aspects of counseling services; do people really understand your role? If not, why not?
50. Hold evening sessions for working parents to consult with counselors.
51. Seek an opportunity to present a report to the School Committee about counseling services and their values.
52. Prepare a handbook for parents, students, administrators, demonstrating what services are available because the school has a counselor.
53. Invite administrators, parents, and school committee members to special programs or group activities sponsored by the guidance staff or counselor.
54. Win the support of some staff members by providing services and being of help.
55. Enlist the support of a core group of parents to help you put a program across.
56. If you have achievement test profiles for parents, arrange an evening (or afternoon) program to explain the testing program and the home report sheets. Have sheets available for parents to sign for appointments to discuss test results.

57. With the cooperation of your administrators, formalize a role statement for counselors and work to have it adopted in your community; then publicize it.
58. Arrange a program for counselors and administrators to discuss counselor role. In one such presentation, the superintendent of schools spoke on his expectations of school counselors; this was followed by a round table discussion with other administrators and counselors from elementary, junior high, and high school levels.
59. Be visible; be helpful; involve others in your activities; report regarding services.
60. Keep up these activities regularly. A one shot once-a-year effort is not enough.
61. Become active members in your guidance and teacher associations at the local, state and national levels.
62. Organize and maintain a guidance committee. (The composition of the committee should include representatives of the administration, teachers, students and community groups as well as guidance personnel.)
63. Conduct rap sessions - via Student Senate, PTA, Key Club, Interest Groups.
64. Get invited to teacher departmental meetings. A typical approach would be to ask, "In terms of the everyday frustrations and problems you face in the classroom, how can a guidance counselor help you?"
65. Get representation on all district wide committees. Hint - if not invited to serve on an advisory committee, approach a student or parent and ask about the group's progress. Casually say, "I'm surprised a counselor is not on the committee. Don't you think a counselor would have a lot to contribute?" The student or parent could take the necessary initiative necessary to have you included on the committee.
66. Present the role of the guidance counselor at new teacher orientation sessions. Hints: Explain how to, when to, and why to submit a student referral. Involve them in a discussion and clarify in general terms what help they can expect as a result of a student referral. Invite new teachers to the counseling center for an informal get acquainted session and show them the resources available for student use. Show them what is available in a typical student folder.
67. Place signs in each homeroom emphasizing one typical pupil need and the appropriate guidance service. Rotate the signs periodically for maximum exposure.
68. Call the parent of new students within two days after they enroll and ask if you can help in any way.
69. Pass on new career bulletins and booklets to teachers and help them relate career opportunities to their subject area.
70. Keep an accurate record of just what you do each day for a period of a week at various times during the year and the time spent on each daily activity. Report to the administration and/or the board of education in terms of student needs, parent needs, teacher needs, efficiency and effective use of the counselor's skills, education and experience.

71. Present a Career of the Week. Briefly describe a career on Monday over the public address, have a speaker on Tuesday, put up bulletin board materials, have two students visit two different locations and spend a day with a person working at his job. Students report back to those students who expressed an interest in the career.
72. Seek out teachers and suggest going to their rooms and present to their class educational, occupational or personal-social information which may be relevant to current lessons or units being taught. In this way the students and teachers are both informed.
73. Whenever you receive new information from which students might benefit, make teachers aware of it. The best approach might be to introduce the subject in the teachers' lounge over coffee or around the lunch table, followed by some official contact either by letter, meeting or person-to-person.
74. Conduct in-service training programs and workshops for teachers, e.g., on mental health in the classroom, on teacher-student relationships, or understanding test scores, etc.
75. Organize a students' guidance council; each room should be represented. The counselor could meet with those students to get feedback on the kind of information needed and also use these students as conveyors of informational services to the students in their class.
76. Have a student serve as a guidance services columnist for the school newspaper.
77. Most administrators are too busy to get involved in the routine of the counselor's day at work. They do appreciate knowing what the counselor is doing and why. It might be appropriate to invite the principal to attend one of your group sessions with students, a diagnostic test-interpretation session, a parent conference session, etc. He may not be able to attend, but at least communication will have been established and he will be aware of your efforts to contribute to the welfare of the students.
78. Create a new image. It may in some cases be more effective and less time consuming to <u>build</u> an image rather than to emphasize <u>changing</u> the image.
79. Organize group guidance and group counseling sessions with students. Have a busy schedule planned well in advance. This could prevent the assigning of routine clerical functions to guidance counselors.
80. Encourage referrals for counseling by periodically placing a referral for counseling form in teachers' mail boxes.
81. Think PR! <u>Everything</u> each of us does is PR!
82. Take your administrator to lunch!
83. Develop Job Descriptions.
84. Toot your own horn!
85. Invite School Board members to visit the guidance department on an individual basis.
86. Ask to demonstrate counseling techniques at county principal meetings or other appropriate sessions.
87. Turn in a summary report of yearly activities to principals, School Board members and Superintendent.
88. Do statistical reports on test data and report to principals.
89. Encourage principals to visit quality guidance programs.
90. Encourage principals to attend professional guidance meetings and secure support by inviting them to local guidance chapters.

91. Counselors should remember to give teachers "a pat on the back" occasionally.
92. Update handbook using counseling, co-ordinating and consulting. Share ideas with counselors within the state by mailing them a copy.
93. Pass on compliments and remember that parents talking to one another are the best advertisement we have!
94. See that administrators get copy of anything a counselor does.
95. Be not just the student's advocate but everyone's advocate.
96. Write a handbook for teachers broken into two parts; one in the fall with 7 to 8 pages explaining guidance from the standpoint of the APGA and from the local standpoint. Include objectives and role in relation to other roles, e.g., library, different departments, current thoughts and trends in guidance.
97. Hold sensitivity sessions, for example, with 7th grade teachers and students, regarding the role of the counselor. In these sessions you can reassure the teacher that your activities are not in conflict with teachers.
98. Make a list of materials available through the library, professional books, etc.
99. Make and use bulletin boards to highlight new programs, new courses, career occupations and to display DOT, catalogs, occupational files and how to study units.
100. When making a request of a teacher offer something in return. For example, when a teacher needs a substitute for a short period, counselor can come in and do some guidance program. Also, request to go into classroom for occupational presentation.
101. Request guidance spot at faculty meeting and meet with department heads to discuss guidance and counseling.
102. Leave periodic notes in teachers' boxes to explain what may be going on, e.g., a number of students have to leave for dental appointments.
103. Send a bulletin to teachers on current trends and thoughts in guidance.
104. Graph and present data showing improvement in a class or grade in attendance, grades, etc., as a result of specific programs.
105. Visit as many classes as you can observe, but talk with the teacher beforehand.
106. Make yourself a resource person for teachers, community agencies, health services and mental health.
107. Set up tables in commons area during lunch with occupational information and other guidance materials - meet students in places other than your office.
108. Have a suggestion box outside your office.
109. Guidance should be student centered - get student input for programs.
110. Sit with students at lunch.
111. Rotate your lunch periods so that you meet informally with different groups of teachers.
112. Develop orientation programs for your school's counseling programs at the feeder schools each spring.
113. At the elementary school level, prepare a coloring book and puzzles to explain guidance services to children and their parents.
114. Be an active participant, when possible, in faculty functions.

115. Seek leadership roles in your local education association so that you can speak for counselors.
116. Extend an open invitation to other staff members to attend guidance in-service activities.
117. Invite administrators to attend guidance staff meetings to observe regular activity.

In the Community

1. Participate in radio and T.V. programs to spread the word within range.
2. Write newspaper articles.
3. Be active in community affairs.
4. Never turn down an opportunity to explain program.
5. Know the people who work in helping agencies in the community.
6. Let parents know you are there and get them informed.
7. Volunteer to speak to all local service and civic clubs.
8. Develop a guidance brochure and ask the local groceries to put one in each grocery bag Fridays and Saturdays.
9. Call and tell parents good news.
10. Have counselor business cards.
11. If you have a local radio station, talk with the program director about time to report about guidance programs; you don't have to have a special event in order to get time. Many stations have programs which highlight community activities in a discussion format and often welcome program ideas.
12. Organize parent groups to focus on topics of mutual interest.
13. Investigate possibility of local daily or weekly newspapers doing a feature article on a special program or some aspect of the guidance services.
14. Seek every opportunity to inform about the many aspects of counseling services; do people really understand your role? If not, why not?
15. Arrange parent coffee hours to explain special services for children.
16. Arrange appointments with other community workers to discuss topics of mutual interest and to share information: Mental health clinic, doctors, etc.
17. Encourage small coffee groups in homes for 5 or 6 parents during the day with the counselor present to contribute to discussions.
18. Identify your allies; get them to advertise for you.
19. Seek exhibit space for a guidance presentation - a bank window, a store window...Inform the general public about the services a counselor offers. Have children help you develop the exhibit.
20. Make use of publications of the American School Counselor Association to inform about the role of the counselor: lists and prices available from APGA.

21. Use the new ASCA film, "Who Cares?" which features the work of counselors at all levels. Inquire of ASCA for information about rental.
22. Meet periodically with immediate surrounding school systems. (Members of boards of education do make comparisons between neighboring school districts.)
23. Contact the chairman of the Vocational Committee of the local Kiwanis or Rotary Club and arrange to be a speaker at one of the meetings. Discuss the importance of occupational information. Explain how important it is for students to be able to talk in an informal atmosphere with someone who actually is working at a particular job. Provide them with a guide for their talk. Have each member who volunteers to talk to students complete a Career Speaker Reference Card. Be prepared to give each volunteer the names of students who are interested in the job or jobs he is qualified to speak on. Discuss the kinds of jobs students at various grade levels are interested in and the significance of the changes they make as they progress through school. Relate this to the need for vocational guidance.
24. When appropriate, make use of news releases to newspapers and radio stations. Don't wait for someone else to take the initiative. Know the policies of your school system and if releases must go through a public relations person, supply the facts; otherwise write your own releases keeping in mind the basic requirements of a good news article.
25. Keep up these activities regularly. A one-shot once-a-year effort is not enough.
26. Introduce policy items such as confidentiality for consideration to the board of education.
27. Arrange for or even negotiate informal meetings with the board of education to acquaint it with the Guidance Department. Put all of the forms used by the guidance department together in a booklet to show the scope and significance of guidance activities and responsibilities.
28. Encourage parents to send you their questions related to guidance and counseling services. Publish the answers in the local paper or school newsletter.
29. Summarize the following for each counselor -- counseling load; number and grades covered; major responsibilities; leadership roles - committees, officer, etc.; conferences attended; membership in professional organizations; education - include recent courses and hours taken. Present this at a board of education meeting.
30. Invite local Kiwanis or Rotary leaders to assist you in obtaining career speakers and publicizing career nights. All the schools in a region could cooperate and have one large career night. This type of community cooperation and involvement is to be encouraged.
31. Share mimeographed sheets, booklets, etc. at local and state conferences that describe what guidance is, the parents' and teachers' roles in guidance, what counseling is, etc. Then develop your own descriptive booklet or improve the one you have.
32. Local associations could stamp the following on their envelopes:

    School Counselors - helping to individualize and personalize the learning process.

    School Counselors - helping to develop pupil self-reliance through self-understanding.

    School Counselors - helping pupils maximize their growth and development.

    School Counselors - helping pupils by means of counseling, coordinating, and consulting services.

33. Prevention of self-limiting and self-defeating attitudes and behavior patterns makes sense financially. Stress the developmental and preventive emphasis of guidance and counseling.
34. Avoid over emphasizing guidance activities. Counselor co-leaders could help parents focus on their own self-understanding, and how this is related to their parent-child relationships. By counseling parent groups, we could demonstrate what counseling is and how students need counseling.
35. Seek opportunities to speak to counselor education classes.
36. Give sound-on-slide presentations for our various publics.
37. Make personal contact with legislators.
38. Inform public of our services - posters in laundromats, etc.
39. Work with business and industry, union groups. Mutual help.
40. Speak to Principals' organizations.
41. Make annual presentation to the school board. Film presentations are especially effective!
42. Speak to church groups - programs to church groups - letters to these groups discussing services.
43. Develop placement program in cooperation with Chamber of Commerce.
44. Work on PR with teachers. Submit articles to allied publications.
45. Be a counselor on panel at Education Association State Night explaining how counselor and teacher work together.
46. For town newspapers, talk to editor about fillers---use counseling filler!
47. Watch the paper for community programs, attend and offer to help.
48. Become involved in the local youth programs.
49. Subscribe to the local newspaper, and make their acquaintance.
50. Hob nob with your students when you see them outside of school.
51. Attend the school board meetings.
52. Invite resource people into the school to conduct Workshops of Human Relations, Drug Abuse, etc., and provide vocational information.
53. Contact local media when you have a special event that you want covered.
54. Form Human Relations Clubs - invite press in to cover activities.
55. Counselors could accompany students that receive scholarship awards that are usually given by Elks Club, etc.
56. Make club sponsors aware that you are willing to help contact resource persons to speak to their groups.
57. Ask for and offer help with two-way communication between Mental Health Center, Social Services, Rehabilitation, Juvenile Probation Council and Police.
58. Expand the guidance committee to include community people that may not be school connected otherwise.
59. Use comic illustrations (such as Charlie Brown) to illustrate ideas and provide information.
60. Establish parent discussion groups (contact by phone, serve lunch, provide baby sitting service).
61. Give demonstration at PTA of DUSO, Dimensions of Personality, role playing, or some activity you do (involve parents).
62. Make available statistics on your activities (number of contacts, activities, etc.).
63. Survey teachers and/or parents to learn how effective you have been - if favorable, publish results.

64. Publish bulletin for parents including information about counseling programs and other services offered, dates report cards are distributed, testing dates, etc.
65. Conduct orientation sessions for parents of incoming students.
66. Invite parents to assembly programs, particularly when information is given relative to college admissions, financial assistance, course registration information, etc.
67. Have a counselor's corner in the local newspaper including important dates, general information, etc.
68. Place information insert in report card.
69. Have a page in the student handbook.
70. Conduct parent workshops, i.e., drugs, test information, etc.
71. Use telephone contact with parents.
72. Talk to church circle groups.
73. Conduct or arrange groups for parents with similar interests.
74. Make positive contacts such as telephone calls, letters, "happy birthday".
75. Be accessible to parents.
76. Participate in community activities.
77. Use parents as resource people (career and information counseling).
78. Counselors coordinate a program for two weeks called Career Awareness Days. Community resource persons and the military are invited. Students are able to attend during study hall. Groups are informal and students can get answers to their questions regarding the different life styles.
79. Senior Career Day is coordinated by the counselors working through the English teachers and Social Studies teachers. Placements are made for 450 students to go into the community for a morning. Sponsors are asked to briefly explain their work, etc. Students can then observe, become involved, ask questions and learn from the people themselves.
80. The ministers of the community are invited for lunch at the school. A counselor sits at each table to anwser questions about the school and share concerns.
81. Career Day sponsors are invited for lunch and presented with an award from the Counseling Staff for their cooperation in career education.
82. Contact nursery schools and other "feeders".
83. Develop a "logo" characterizing our program.
84. Keep an alumni file.
85. Cooperate with public library in career and education information.
86. Develop a survey instrument of what community wants from schools.
87. Closed-circuit TV - advertise worthwhile community activities.
88. Use senior citizens to assist when possible.
89. Use as resources:
    Explorer Posts
    Drug Council
    Advisory Board

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This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

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